



How Do We Know What the Character is Feeling? | English Language Arts Strategies for Students with Significant Cognitive Disabilities

What is the video about?

In this self-contained lower elementary classroom, the teacher conducts a read-aloud while the students try to identify how the character feels in the story. The students recognize that the character is angry because he was yelling. The teacher asks students how they know he is yelling and then points out that the letters of the word are all capitalized. The video demonstrates effective strategies for engaging students with significant cognitive disabilities in literacy instruction.

What is the primary area of ELA instruction addressed in this video?

Reading Literature

What others areas of ELA instruction that are also addressed in this video?

Reading Foundations

Does the video include a student who uses AAC?

Yes

Does the video include any examples of an adult modeling the use of AAC?

No

Which best describes the context for the instruction?

Self-contained setting



The video includes one or more students with significant cognitive disabilities. What other student characteristics are obvious in the video?

Communication Impairments

What are the primary Essential Elements that are linked to the video?

- EE.SL.1.2 During shared reading activities, answer questions about details presented orally or through other media.
- EE.RL.1.2 With guidance and support, recount major events in familiar stories.

What additional Essential Elements can be linked to the video?

EE.RF.1.1a. Demonstrate emerging understanding of the organization of print. Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word).

What other grade level Essential Elements can this teaching strategy be used?

- EE.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.
- EE.RL.2.3 Identify the actions of the characters in a story.
- EE.SL.2.2 During shared reading activities, ask and answer questions about details presented orally or through other media.
- EE.RL.2.7 Identify illustrations or objects/tactual information in print or digital text that depict characters.
- EE.RL.3.3 Identify the feelings of characters in a story.
- EE.RL.3.10 Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry.
- EE.SL.3.4 Recount a personal experience, story, or topic including details.
- EE.RL.4.3 Use details from the text to describe characters in the story.
- EE.SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media.
- EE.RL.5.7 Identify illustrations, tactual or multimedia elements that add to understanding of a text.
- EE.SL.5.3 Identify the reasons and evidence supporting a specific point.
- EE.RL.6.1 Determine what a text says explicitly as well as what simple inferences must be drawn.
- EE.RL.6.3 Can identify how a character responds to a challenge in a story.



- EE.RL.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.
- EE.RL.8.1 Cite text to support inferences from stories and poems.
- EE.RL.8.3 Identify which incidents in a story or drama lead to subsequent action.
- EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.
- EE.RL.9-10.2 Recount events related to the theme or central idea, including details about character and setting.
- EE.RL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.
- EE.RL.11-12.3 Determine how characters, the setting or events change over the course of the story or drama.

What Dynamic Learning Maps (DLM) professional development module(s) can be linked to this video to learn more about the instruction?

- Generating Purposes for Reading
- Speaking and Listening
- Shared Reading

What other resources can be linked to the video to learn more about the instruction?

Lesson Plan for Character Feelings: <http://teachers.net/lessons/posts/4708.html>